



RFS SIDP: LEADERSHIP & MANAGEMENT

VISION & ETHOS: <i>Establish a shared Vision and the ethos that ensures all stakeholders aspire to give the highest possible quality of education for all.</i>	SCHOOL EVALUATION School vision is embedded into whole school celebrations, reward and behaviour systems and has been mapped by subject leaders into the teaching of the whole curriculum, where appropriate. Leaders have drafted a revised system which will enable our vision and ethos to link within the direct teaching of our PSHE model and provide opportunities for children to reflect upon their impact on their own progress as part of the schools revised reward system. Children are able to discuss the meaning behind each of our learning behaviours and why these are important to their own development. Children’s behaviour matches the ethos of our vision consistently and this has fostered good working relations between all pupils and staff observed across school through the different processes for monitoring. For the school to be outstanding we must now ensure children gain experiences which allow them to articulate how this vision will allow them to succeed within the real world both now and in the future. Recent staff and parental surveys indicated that there was a strong understanding of the school’s vision and aims. This now needs to be reinforced with all stakeholders including governors and non-teaching staff, where appropriate.						
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good				
MILESTONES			2024-2025			2025-2026	
			A	Sp	Su	A	Sp
Vision & Ethos is integrated into working practices through policy and systems identifying relevant aspects.							
Children understand and discuss the importance of learning behaviours, consistently demonstrating the school’s ethos.							
The school must provide experiences that help children articulate how the vision supports their real-world success.							
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation		Responsibility		Resources
Vision & Ethos is integrated into working practices through policy and systems identifying relevant aspects.	Vision system is reviewed and linked to each policy for the following areas: - Behaviour Policy - PHSE/RSE - Teaching & Learning - Curriculum		Autumn Term Learning walks, Phase Leader book monitoring, PSHE subject lead		SLT		Kapow curriculum subscription Timetable



Children understand and discuss the importance of learning behaviours, consistently demonstrating the school's ethos.	Monitoring system to check level of development within school culture annually including: - Learning walks - Learning observations - Pupil voice - Work scrutiny.	Autumn Term. Learning walks. Celebration assemblies. Revisit in Autumn 1 2025-2026	RA/ HT	Four core cards
The school must provide experiences that help children articulate how the vision supports their real-world success; both academically and holistically.	Curriculum development ensures all subject design outside links with the wider community to promote school values that support holistic development.	Spring 2025	Subject Leaders	Planning time timetable/dates visits arranged prerequisite visit Planning class trip Diary dates
	Subject leaders to ensure that each year group has opportunities to partake in wider experiences eg. Thetford Art Project, STEM visitors, Ancient House Project and Thetford Mosaic.	Spring 2025	Subject Leaders	Planning Curriculum days
	Create provision map for onsite experiences to support the holistic development. Eg. Cycling workshop, Forest School, Outdoor learning area and enterprise opportunities.	Termly	Subject Leaders Classroom teachers SL	Planning CPD for Forest School and cycling provision. school fayre
Impact Behaviour policy is fully embedded across all areas of the school. Teaching & Learning expectations have been explained to all staff via staff meetings, which has enabled all staff to teach in the same manner in line with the RFS Teaching & Learning policy. Holistic development calendar has been created with forest school groups also have been completed.		Next Steps To develop community links for all curriculum teams. To develop a community curriculum action plan. To complete pupil voice.		

STAFF DEVELOPMENT: <i>Professional development works to both support the development of staff and prepare them for further responsibility in achieving the outcomes desired at RFS.</i>	SCHOOL EVALUATION Staff development has occurred consistently across all sectors of the workforce, ensuring that RFS has a strong track record at developing staff into new roles as well as retaining high quality practitioners during a period of challenge for recruitment nationally. The senior leadership team have completed 360 profiling and worked with an external HR consultant to set long term goals for their career pathways, which in turn has been used to guide the completion of national recognised leadership qualifications and SENCO accreditation courses. All senior teachers across school are completing NPQ qualifications in their areas of chosen interest, aiding them to complete agreed targets for whole school development. The school has consistently met the requirements of the ECT and ECF framework to ensure each year we have accommodated and retained newly qualified teachers as classroom positions have become available through the expansion of our SEN provision. In addition, the school has trained nine staff to be mental health first aiders and also has completed the mental health senior leader training as part of the revision of its mental health support across the school. We have also created pathways for all support staff to gain experience and positions within our teaching support staff or fund their pathways into teaching positions. This consistently has enabled us to maintain an outstanding quality of teaching and learning. This is monitored through their own specific performance management cycles. While we use the capacity of our existing staff skill set to provide high quality CPD, bespoke to the schools expectations, we also consistently utilise the training facilities available to our specialist resource bases to train staff on a range of areas from inclusion, SEND, behaviour, THRIVE, Phonics and speech and language, either through inset opportunities ,or group training specific to pupil need. Curriculum training has also been completed as part of our work with the local cultural education partnership. Future development will look to use action research projects to develop specific areas of expertise within our teaching team. When this is successful, we will consider how this can be adapted to other roles within school.								
	School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
	MILESTONES			2024-2025			2025-2026		
				A	Sp	Su	A	Sp	Su
	Consistent staff development needs embedding through teaching and learning communities to ensure that it is utilised.								

Mental health first aiders review the ongoing school provision and assess next steps.									
High quality CPD and future development to benefit RFS and the wider community.									
A schedule for action research projects ensures all teachers lead on developing school practice into a centre of excellence for teaching and learning.									
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources					
Consistent staff development needs embedding through teaching and learning communities to ensure that it is utilised.	Monitoring schedule to inform termly timetable for regular, high-quality CPD within school inline with the teaching and learning policy through the TLC model.	Weekly- via Learning walks, monitoring and observations	JH	Staff meetings					
	Implement CPD where staff have access to courses that provide smooth transition for their roles and aligns with current educational needs of the school (NASENCO/NPQ/Masters)	Feedback from staff and outside agencies.	Headteacher	Timetable Finance Literature					
Mental health first aiders review the ongoing school provision and assess next steps.	Mental Health Lead to review [policy and ensure systems for regular communication are consistent and review to ensure coverage across all staff groups.	Spring Term 2024-2025	HT & Mental Health First Aiders	CPD Timetable Staff voice					
	Establish CBT support systems for ECT.								
	Establish a provision map of all pastoral and mental health support provided children.	Summer Term 2024-2025	Pastoral Manager	-Planning Timetable					
High quality CPD and future development to benefit RFS and the wider community.	Establish a buddying system within the school to support children’s mental health and well-being.	Autumn 2025							
	Create links with other Thetford primary schools to establish a development hub to further ECT training within the area.	Autumn 2 and to continue throughout the year	Headteacher JH TS	Timetabling Planning					
	Subject Leaders to provide high quality CPD based on findings from monitoring, staff voice and observations.	Provided 2x half termly via staff meetings and	Subject Leaders	Staff meetings Planning Timetable					



	Develop links with QWA for leadership challenge partners to facilitate school improvement opportunities	Spring 2025	QWA & RFS SLT	Staff meetings
	School joins LA and national working parties to share good practice and identify further strategies for effective T&L. Including: - Norfolk Learning Collaborative - Local First Inclusion Reference Group - Thetford LCEP - EEF Research projects.	Spring 2025- Ongoing	HT, Whole school	TBC
A schedule for action research projects ensures all teachers lead on developing school practice into a centre of excellence for teaching and learning.	2026 PM cycle identifies areas of personal development to establish specialism within framework for teaching & learning. Directed time allocated to research and resource development for each teacher. Cycle of CPD, modelling and training from each staff member will provide training to whole school and then monitoring schedule to evaluate impact.	Autumn 2025 – Onwards.	HT, SLT & Teachers	TBC
Impact Several staff members have completed NPQ's, including one completing an NPQSL. One staff member has completed their SENCo qualification and another has completed a masters degree in education. Two TA's have completed HLTA qualifications. Nine staff members have completed forest school training level 1 & one staff member has completed forest school level 2. The impact of this is having a positive whole school impact on teaching and learning, and an improvement of understanding across all areas of the school, including leadership.		Next Steps Support staff to access SENFD intervention training from IPRS service. Continue to provide opportunities for ITT where appropriate.		

STANDARDS & MONITORING: All standards meet school expectations and there is a clear understanding of the CPD needs to develop practice to secure outstanding outcomes.	SCHOOL EVALUATION						
	School will continue to implement its monitoring schedule annually, making adjustments if identified during evaluation at the end of each cycle. The continued use of weekly Phase leader meetings to maintain high expectations and provide immediate support has ensured that standards remain consistently high across all subjects. Subject leaders' monitoring cycle will direct the schools CPD timetable for the next two years alongside the development of teaching and learning to support the scheduled review of the teaching and learning policy.						
	School Monitoring has identified that the ‘Challenge for All’ model is embedded within all classes where teachers have been provided with CPD and those staff new to the school are working with Phase leaders to ensure that the principles are added to practice. Senior teachers and phase leaders will continue to lead training through a teaching and learning community model to ensure that all learners are provided with appropriate intervention and teaching to ensure they reach their full potential.						
	The schools Intervention lead ensures that action plans are established to match the specific needs to those that require additional support and identifies and monitors closely the implementation of this, exploring alternate strategies for intervention to meet the needs of all learners. They work closely with the Inclusion lead to ensure all individual learning plans and EHCP needs are met and explore investigation of specific pupils as their needs arise. This system has led to the school recruitment weekly OT support to aid both pupils and teachers in their delivery of interventions to identified children.						
	During each cycle of SIDP will acquire external systems to monitor and measure standards and ensure that this is inline with its own self-evaluation. To moderate the school with national expectations we will use external evaluation and review systems to ensure all aspects of Health & safety, Safeguarding, GDPR compliance are reviewed and any actions addressed annually.						
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good				
MILESTONES			2024-2025			2025-2026	
			A	Sp	Su	A	Sp
RFS has established agreed expectations, which are used to hold all stakeholders to account in ensuring consistently high standards of education.							
Areas of underperformance have been identified and addressed to ensure school standards are maintained.							



Complete external review systems to verify judgments and prioritise actions.								
Transition to new policy for curriculum monitoring is completed and working effectively.								
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources				
RFS has established agreed expectations, which are used to hold all stakeholders to account in ensuring consistently high standards of education.	To use monitoring which includes: lesson observations, book outcome monitoring, learning walks, phase meetings and data analysis. This will be used to ensure agreed expectations are being followed by all staff members.	Half-termly JH/CP to monitor respective key stages weekly.	HT/SLT/JH/CP	Yearly Timetable Time				
	Develop a monitoring policy to ensure greater clarity/consistency.	Spring 2025	HT/SLT	SLT meeting time.				
	Intervention plans are created from data analysis from previous assessment cycle and observations.	Termly	SL/SLT	Time				
Areas of staff underperformance are identified and addressed to ensure school standards are maintained.	Action Plans and Moving forward documents created for teaching staff where performance does not meet expectations.	Continuous throughout the year	SLT	Monitoring schedule, performance management time.				
	Performance management meetings are completed to ensure that ambitious targets and standards are made explicitly clear to teaching staff.	Annually	HT					
Complete external review systems to verify judgments and prioritise actions.	External audit to be completed. Outcomes to inform future SIDP points.	Summer 2025	HT					
Transition to new policy for curriculum monitoring is completed and working effectively.	To write new and updated curriculum monitoring policy	Jan 2025	Curriculum leads					
	Staff meeting to be completed to introduce curriculum monitoring policy	Jan 2025	HT	Staff Meeting timetable				
	Monitoring and evaluation to take place to ensure new policy is embedded across school	Spring 2025	SLT	Timetable				
Impact Monitoring schedules have informed revision of teaching and learning, assessment and curriculum policy, improving consistent application of school expectations and interventions where required.		Next Steps To assess current policies against revised Ofsted criteria.						

WELLBEING:

STAFF:

Systems to support well being are innovative and recognise the pressures associated with working in education. We ensure staff are supported in managing wellbeing both through school led actions and personal development.

CHILD:

The curriculum, pastoral systems and SEND services interlink to ensure early identification and appropriate intervention allowing all children to manage their mental health and feel supported in times of personal need.

SCHOOL EVALUATION

STAFF

The school has responded to the increased pressure placed upon education services since the pandemic and holds staff well being as a critical indicator of school success, as well as being vital in sustaining our long term capacity to maintain high standards and expectations. The school has trained nine staff to be mental health first aiders and also has completed the mental health senior leader training as part of the revision of its mental health support across the school.

Our wellbeing policy has been implemented and ensured that systems for communication have been reviewed across all sectors of the workforce. School systems continue to review impact on teacher’s workload and are designed to ensure actions can be completed within directed hours or do not require extensive administration duties. All policies are shared for consultation and staff elected representatives provide feedback to ensure staff voice will be used to inform school policy.

The school has continued to provide additional support in order to manage specific instances of well-being including using the Norfolk support wellbeing service and paid for counselling provision. Senior staff are allocated to staff who may require further support in order to help them manage in times of personal need. School governors have continued to allocate well-being funding annually which staff consult on how this can be best used to support their needs.

Our most recent staff survey had shown even further improvements with all staff groups citing well-being relating to school is high, and their perception that their role is manageable and fulfilling.

CHILD

The school has implemented a revised PSHE/RSE curriculum offer, making systems for reflecting on mental health, emotions and education o emotional literacy consistent across both mainstream and SEND provision. The impact of this system will be monitored and inform further curriculum development.

The enhanced system for Thrive Profiling and intervention has ensured that early identification of need is providing support to specific groups of pupil. Staff meet regularly with the pastoral team to share information in order to consider where parental support/ challenge may also be required. The pastoral team manages parent led concerns and meets with the intervention lead, Thrive team to explore



	which school systems may be the most suitable for providing support. ELSA staff are allocated to specific needs where children could be waiting for an extended period for external services.											
	Future development will ensure that pupil voice becomes part of the evaluation of impact for these revised systems as well as inform future developments. In addition systems for peer support and self help must be established to give greater ownership on the role we all play in managing mental health across school.											
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good									
MILESTONES							2024-2025			2025-2026		
							A	Sp	Su	A	Sp	Su
Staff mental health systems are monitored and reviewed to maintain a consistent level of support across the whole school.												
The school provides additional mental health/well-being support to staff.												
The curriculum and support for child mental health is monitored and adjusted through reviewing pupil voice and school data.												
A system for peer to peer support is established and allows children to self-regulate their emotions appropriately.												
Objective	Actions/ (Complete) (On-going) (Pending)					Timescale/ Monitoring & Evaluation	Responsibility		Resources			
Staff mental health systems are monitored and reviewed to maintain a consistent level of support across the whole school.	Policy reviewed annually, in conjunction with wellbeing survey to ensure impact is evaluated and actions for improvement identified. Policies are shared for consultation, and staff feedback is used to inform school policies.					Autumn Term 2 2025	SLT		Timetable			
	Additional mental health leader/ first aider training as required.					Ongoing	HT		Timetable			
	Well being activities are actioned and new school initiative have been work impact assessed to ensure work life balance is within reasonable expectations.					Autumn Term 2 2025	HT and mental health first aiders		Timetable Mental health first aid policy			



The school provides additional mental health/well-being support to staff.	The school has implemented a well-being policy, reviewed communication systems, and designed school systems to minimise teacher workload.	Ongoing	HT	JJ to complete a mental health course.
	The school provides additional support through services like the Norfolk support wellbeing service and paid counselling. Senior staff are identified staff members that are assigned to support colleagues in need.	As required	SLT Mental Health First Aiders (MD,AS,AC,ED, LH)	TBC- IPCC
The curriculum and support for child mental health is monitored and adjusted through reviewing pupil voice and school data.	Mental health/ PHSE curriculum (See personal development) is reviewed through pupil voice and subject monitoring, informing action plan. Pastoral meetings ensure appropriate children are allocated for interventions across school.	Annual Cycle- Ongoing	PHSE Lead Pastoral team/ Intervention lead/ DSL	TBC
	Child well being surveys evaluate provision and identify areas for development in future cycles.	2026 Spring 2 Annually.		
A system for peer to peer support is established and allows children to self-regulate their emotions appropriately.	Explore national systems for well being peer to peer support. Review and identify system to implement within RFS. Trial activities to inform development of policy.	Autumn 2025 – 2026	DHT/ PHSE Lead	TBC
	Implement annual system for training and pupil development into roles required for peer to peer mental health support systems.	Spring 2026 – Ongoing.	DHT/ PHSE Lead Pastoral team/ Intervention lead/ DSL	
Impact PHSE system has been reviewed with feedback and adjustments made. Consistent application has been monitored through learning walks. Subject team to monitor curriculum outcomes in Spring 1.		Next Steps Gain pupil voice on policy changes. Establish new format for SEN, safeguarding, attendance and behaviour meetings to analyse key data for vulnerable groups.		

SEN & INCLUSION: <i>The school will exceed our statutory duties by offering tailored provision and support to the whole community to ensure all pupils are celebrated and able to flourish through targeted support to access the curriculum appropriately and personal development a certainty.</i>	SCHOOL EVALUATION The school’s Intervention lead ensures that action plans are established to match the specific needs to those that require additional support and identifies and monitors closely the implementation of this, exploring alternate strategies for intervention to meet the needs of all learners. They work closely with the Inclusion lead to ensure all individual learning plans and EHCP needs are met and explore investigation of specific pupils as their needs arise. This system has led to the school recruitment weekly OT support to aid both pupils and teachers in their delivery of interventions to identified children. The SEND policy and local offer is continually updated to reflect the needs of the children alongside the Code of Conduct and national guidelines. The provision mapping for these needs is linked closely with the local authority INDES systems to allocate additional funding through pupils specific costed plans. Staff are aware of all children that are SEND (or who may be beginning to fit this profile) so provision is specifically targeted at individuals and groups. The groups are monitored termly by the SENDCO which informs high quality CPD training to staff, updating them on current local and national practice. This in turn has been embedded into the school curriculum. Individual Learning Plans have been updated reflecting the interventions and resources that staff access at Redcastle. The SENDCo had developed a Pathways document and an updated costed Provision Map thus replacing the barriers document. This is updated at least half termly and whenever any assessments or significant interventions take place. This allows allocation for each year group/pupil allowing SLT to see any gaps and identify further need. EHCP applications have been successful alongside the Perspective applications for extra funding. Staff had two CPD staff meetings which were part of the teaching and learning. The school will open its second and third specialist resource bases in September 2024, after a period of site redevelopment to provide further specialist provision and training opportunities to the town.						
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good				
MILESTONES			2024-2025			2025-2026	
			A	Sp	Su	A	Sp
An established system for identification of SEND needs within RFS’s assessment tracking and target setting system							
The impact of SEND funding through the INDES ensures pupil outcomes improve through targeted support							
All stakeholders are implementing the SRB and SHIP integrated model							



A training schedule matches the emerging needs of pupils to support staff management of inclusion and also identifies specific training where urgent needs present.								
The school is actively engaged in the development of local authority initiatives as well as providing a hub of excellence, which can provide support to different stakeholder within the community.								
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources				
An established system for identification of SEND needs within RFS’s assessment tracking and target setting system	To establish a robust system for measuring progress of SEND children and integrate this within tracking system. Criteria: -	Autumn 2 2024 - initially	ED/TS	Insight tool NAP				
	Use insight to enable both summative data and soft data to be generated and analysed clearly.	Termly	ED/TS	Insight tool NAP ILP’s				
	All staff to be aware of the up to date send register, data input deadlines and analysis feedback.	Termly	ED/TS/SL	Insight tool				
The impact of SEND funding through the INDES ensures pupil outcomes improve through targeted support	The provision maps and ILP’s provide targeted support to ensure all learners make good progress regardless of specific barriers.	Termly	ED and staff	Planning time Staff meeting				
	SEND funding allocated according to pupil specific provision map.	Termly	ED, TS, LB, AEW	Timetable				
	INDES is updated regularly for every SEND learner. This will feed into IPSEF.	Termly	ED	INDES portal NCC				
All stakeholders are implementing the SRB and SHIP integrated model	All teachers and teaching assistants are aware of interventions and how they integrate into the whole school model.	Ongoing	ED/HT	Operational Guide SHIP/SRB				
Impact Systems for ILP generation, monitoring and provision mapping have been assed and are secure, ensuring appropriate allocation of element 3 and deployment of resources and interventions within the classroom and SRB’s.		Next Steps To establish new assessment tracking system to measure progress of ILP targets as part of cohort reviews and vulnerable pupil target meetings.						



<u>SAFEGUARDING & ATTENDANCE:</u> <i>The culture of Safeguarding consistently exceeds the LA requirements to ensure all children are kept safe.</i> Attendance remains above national expectations for all groups due to the systems and intervention the school provides.	SCHOOL EVALUATION The SCR meets county guidelines and record keeping of all relevant checks are consistent. The Safeguarding policy is updated as necessary to reflect any changes such as Keeping Children Safe in Education. Furthermore, the school has effectively implemented the new MIS to log all safeguarding, this regularly reviewed by the safeguarding team which can be evidenced through the meetings logs which occur fortnightly. Safeguarding continues to remain effective and the school took inappropriate actions to ensure contact with all vulnerable pupils and families during the pandemic. This has continued on school reopening. The school has seen a significant rise in serious safeguarding incidents that have been reported though local system (e.g. operation encompass) which has resulted in the school often having to take on additional actions at short notice to support the wellbeing of these pupils. Consequently, we have continued to liaise with outside agencies closely, in order to provide additional support services where required. Attendance has consistently remained above local authority targets and is in line with national expectations. The appointment of pastoral officer, with responsibility for attendance, has ensured support and challenge are applied consistently. The school will always find the increasing level of need being admitted onto roll through our SEN provisions will creates attendance variation that will make further improvements a challenge. The school will continue to work with the local authority and DFE to identify patterns of attendance and address this through targeted actions. In addition, the school has employed extra staff to the pastoral team, creating separate roles to support social and emotional aspects through THRIVE and ELSA roles and a manager for safeguarding and attendance. The school’s LDSL continues to lead the cluster safeguarding forum which allows for all schools to share best practice and moderate judgements. This is linked to the Thetford Cluster heads who can then request local authority representatives to address any emerging issues. Recently, this system has ensured that Local authority home schooling representatives now regularly attend cluster meetings to discuss vulnerable families that have elected for home education and has compiled cluster concerns regarding the inconsistencies with children services systems to the local authority. To ensure we are outstanding, we must now consider proactive support systems to support vulnerable families by equipping them with appropriate skills to manage the needs within the community.					
School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good			
MILESTONES			2024-2025			2025-2026
			A	Sp	Su	A
RFS is compliant with updated Safeguarding Training and practice.						



Profile of Safeguarding raised throughout School and all stakeholders.							
There is safeguarding training embedded into the school curriculum, which pupils can articulate and apply in their lives.							
There is a schedule of training to ensure families access school support which will prevent safeguarding/ early help systems being required.							
Attendance policy is implemented consistently and DFE data tracks emerging patterns of attendance that will inform future intervention from the pastoral team.							
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources			
RFS is compliant with updated Safeguarding Training and practice. (See Safeguarding Audit)	NCC Safeguarding audit completed.	Spring 1 2025	LC & DHT	NCC tool			
	Areas identified have been actioned and implemented. (See Safeguarding Action Plan 2024 - 2025)	Spring 2 2025 – Ongoing	Safeguarding Team	Attendance £800			
	Systems for monitoring have been adjusted to include areas of development for future consistency.	Spring 2 2025 – Ongoing	DHT				
Profile of Safeguarding raised throughout School and all stakeholders.	Safeguarding learning walk identifies areas of strength and development.	Spring 1 2025	HT & DHT	Learning walk proforma			
	Actions for raising profile include: CPD for staff website updated with Safeguarding information Regular assemblies -CEOP/NSPCC etc Gov reports circulated Parent engagement activities to meet current needs.	Spring 2 2025 – & Summer 1 2025	Safeguarding Team	CEOP and NSPCC websites			
	Monitoring ensures all actions have been implemented.	Spring 2 2025 – Ongoing	DHT				
There is safeguarding training embedded into the school curriculum, which pupils can articulate and apply in their lives.	Timetable for Staff training and development identifies a safeguarding CPD annually.	Spring 1 2025- Annually	HT & DHT	CPD ppt			
	Safeguarding & safety week completed to raise profile.	June 2025	Whole School				
	Curriculum planning identifies safeguarding learning links to be delivered within units of work.	Autumn 2024	Safeguarding team.	Curriculum map inc Kapow			
	Safeguarding provision map, which identifies how the new curriculum meets the education of safeguarding across school.	Spring 2 2025					



Impact PHSE curriculum has ensured profile of safeguarding education has increased; this will be measured through pupil voice questionnaires.	Next Steps Ensure provision map reflects the new curriculum Establish safety week to raise profile of safeguarding.
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<u>GOVERNANCE:</u> <i>RFS Governance provides the necessary challenge and support to ensure the school succeeds in providing the best life chances for all of the community it serves.</i>	SCHOOL EVALUATION Summer 2021- The School governance has had a restructure, reconstituting to a larger size to provide a wider range of expertise in order to support and challenge the school. The sub committees have been created and a timetable for their application established. Minutes highlight an increasing understanding of the education system which has developed through CPD and expectations for Governors to challenge and monitor the school in-between meetings. This has given them a greater understanding of the context and challenges the school is facing and where their role of support can be used most effectively. All governors clear on their role through the guidance of the Chair. Professional development relating to safeguarding has been completed. The governing body will now prioritise its focus on supporting and monitoring the implementation of the new curriculum. It will also seek to further strengthen its links with different stakeholders within the local community as well.
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School Evaluation		Outstanding	Good	Good (With Actions Completed)					
MILESTONES				2024-2025			2025-2026		
				A	Sp	Su	A	Sp	Su
The roles of the governing body are identified and training has been completed to ensure guidance and support which enhances the provision of learning within the school.									
Systems of accountability have been agreed to ensure Governors are aware if where the school is and can challenge effectively.									
Evidence that Governance has challenged to maintain and improve outcomes as part of working through systems of accountability.									
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation	Responsibility		Resources			
The roles of the governing body are identified and training has been completed to ensure guidance and support which enhances the provision of learning within the school.	Reconstitution with roles and responsibilities agreed as part of new governance structure.		Autumn – Annually	Chair & Governing Body					
	Identify named governors for, Safeguarding, Finance, Pupil Premium & LAC, HRE and Premises.		Autumn 1 2025 (Reconstitution) Annually.	Chair & Governing Body					
	Agree subcommittee structure and establish timetable and agenda that reflects needs of SIDP.		Summer 1 2025	Chair & Governing Body					
	To offer relevant CPD that can be used to support the role of governance further.		Spring 2 2025	Chair & Governing Body		Governor Hub			
Systems of accountability have been agreed to ensure Governors are aware if where the school is and can challenge effectively.	Agree school systems, visits and timetable for communication and accountability for each named governor.		Autumn 2 2024	Chair & Governing Body					
	Use systems to feedback committee meeting outcomes for FGB Meetings.		Autumn 2 2024-Ongoing	Chair & Governing Body					
Evidence that Governance has challenged to maintain and improve outcomes as part of working through systems of accountability.	Establish timetable of governance monitoring.		Autumn 1 2024 - Ongoing	Chair & Governing Body		Monitoring form			
	Assign Governors to curriculum subjects and complete review meetings termly.		Summer 1 2024	Chair & Governing Body		Curriculum map			



	Create record of examples of challenge and evidence of impact.	Ongoing 2024-2026		
Impact New Chair of Governors has taken up post and has begun work with head teacher on establish committee and governance schedule.		Next Steps Apply schedule and collate record of monitoring and challenge throughout the following academic year.		

FINANCE & ENROLLMENT: <i>School has a sustainable plan to meets the needs of the community it serves and enables the facilitation of the SIDP in improving the quality of education.</i>	SCHOOL EVALUATION The school has continued to successfully manage finances throughout the most recent period of financial instability and rising costs, to ensure that its budget is not in deficit and meets the requirements of the funding allocations it receives. School continues to work closely with the local authority to ensure it has suitable plans for forecasting and that it retains a positive evaluation through the school’s financial value standards. The school has developed a sustainable model for our Nursery provision allowing us to retain enough places at specific points in the year to ensure that the staffing requirements do not create a deficit within the main school budget. Maintaining a surplus budget has become significantly more challenging due to the local authority plan for SEND provision. The school is actively engaged in local authority consultation groups to provide a plan on how to manage the overspend currently faced by the LA and the planned cuts which were announced after budget setting for the current financial year. While the school has adjusted its provision maps in order to manage the funding reduction, this will be a significant challenge due to the reputation of the school as a hub of inclusive practice through its development of three SRB’s. The bases have been given appropriate funding uplift agreements to match the increase in wages but as these figures have not been given to us, forecasting for any staffing adjustments has been delayed.								
	School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
MILESTONES				2024-2025			2025-2026		
				A	Sp	Su	A	Sp	Su
School continues to retain positive evaluation through Schools Financial Values Standards.									
A strategic plan has been established to procure funding for projects, which enhance the quality of education across school.									
School is implementing action plan to identify ways and implement strategies to ensure additional funding and provide revenue.									
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation	Responsibility		Resources			



School continues to retain positive evaluation through Schools Financial Values Standards.	Systems for monitoring and reviewing finances are continued and this is established through review of the finance policy.	Spring 1 2025 – Ongoing	HT, FN ME	Finance Policy SFVS
A strategic plan has been established to procure funding for projects, which enhance the quality of education across school.	Establish fundraising priorities and action plan with named individuals and areas of funding to investigate/ secure. (On-going)	Summer 2 2025	HT & Govs	
	Complete a proposal for Nursery expansion for 2 year olds. Review any updates and progress, identify next steps and share good practice in successful funding to inform future bids. (On-going)	Deadline Autumn 2 Then Ongoing 2024-2026	HT & Govs	Consultation paperwork
School is implementing action plan to identify ways to ensure additional funding can provide revenue.	Create working group to explore aspects of generating revenue as part of Finance Policy.	Summer 2 2025	HT & Govs	Timetable
	Agree/ Action plans and review impact as required.	Ongoing 2024-2026	HT & Govs	Action plan/bids
Impact Finances have been managed appropriately and have secured final stage of school site development to enhance provision for 2 year olds, in spite of the DFE bid being unsuccessful. External bids have taken significant time and provided little contribution to funding model; therefore, school will consider a pause on additional bids while it reviews school policies during the Spring part of 2026.		Next Steps Review funding priorities with finance committee and agree plan of action for next financial year.		

**PREMISES:**

The premises reflect the school vision for excellence, growth and security in order for outstanding learning to take place.

SCHOOL EVALUATION

The majority of school site now is of a good structural condition as highlighted by a conditional survey in 2024. The planned schedule of works is on track to have all areas of school refurbished by 2026.

The School has completed a significant number of site developments over the past three years in order to achieve the following:

- Establish appropriate play equipment and develop outside areas for Forest School's provision.
- Refurbish all windows and cladding.
- Refurbish KS1 toilets and drainage to meet acceptable health and safety standards.
- Repurpose Site to establish ASD specialist resource base.
- Replace schools heating system throughout school.
- Redevelop music facilities
- Create a specialist Thrive Intervention space.
- Repurpose site to create a Pastoral Manager office
- Repurpose classrooms to provide space to accommodate new SRB/SHIP x2
- Staff development to create new SRB/SHIP x2

The school has used grants to repurposed two outdoor areas to create a quiet space and Allotment area. These will be child led learning projects where they will be supported to take control of their design and development over the next two years.

In addition, the school is seeking to acquire funding to support increasing the nursery premises to incorporate taking children from the age of 2. This will be achieved in the short term if a bid to the DFE is successful in concerting existing classroom space. If the bid does not secure funding, this will mean the school will take a more long-term approach to developing the adjacent space and old toilet facilities to be used for this expansion.

School Evaluation	Outstanding	Outstanding (With Actions Completed)	Good					
MILESTONES			2024-2025			2025-2026		
			A	Sp	Su	A	Sp	Su
Complete site adjustments in order to create breakfast/ afterschool provision.								
Life cycle plan has identified and budgeted costings to address areas of school that require improvement.								
A plan for the redevelopment of existing classroom/ toilet space to support increasing the age range in Nursery is consulted and agreed, actioned and completed.								



Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Complete site adjustments in order to create breakfast provision.	Agree actions for development and establish provisional costings in line with new government guidelines.	Summer 2025	HT & Govs	£5000 /Government to be confirmed
	Complete works based on action plan.	Autumn 2025	HT & Site manager	
	Establish procedures for new use in relation school systems eg. lone working/ health & safety, fire etc.	Spring 1 2025	HT & Site manager	Cost TBC)
Life cycle plan has identified and budgeted costings to address areas of school that require improvement.	Undertake NPS conditional review.	Spring 1 2025	NPS & Site Manager	
	Life cycle plan developed for whole school site.	Autumn 1 2024 - Ongoing	HT & Site Manager	
A plan for the redevelopment of existing classroom/ toilet space to support increasing the age range in Nursery is consulted and agreed, actioned and completed.	Short term plan (In line with DFE Capital Nursery Grant) Actions include: - Seek LA approval through sufficiency survey of demand on nursery places. - Complete local consultation for change in age range - Secure NPS project management services to survey site, draw up plans/ technical specs in line with bid and provide detailed plan for tender. - Complete DFE application process. If successful, run tender process with expectation to complete work Summer 2025 for Autumn opening.	Review Dec 2024 after submitting bid.	HT, MD	
Impact Finances have been managed appropriately and have secured final stage of school site development to enhance provision for 2 year olds, in spite of the DFE bid being unsuccessful. External bids have taken significant time and provided little contribution to funding model; therefore, school will consider a pause on additional bids while it reviews school policies during the Spring part of 2026.		Next Steps Review funding priorities with finance committee and agree plan of action for next financial year.		



SUSTAINABILITY PLAN: <i>The school has achieved its aim of net zero through a series of development programmes and curriculum projects, ensuring all stakeholders appreciate the vital need for a sustainable future.</i>	SCHOOL EVALUATION As part of the school curriculum review, it has sought to identify sustainability projects that link to its curriculum offer. This involves learning activities linked within the local community as well as identification of the school site, which can be developed to create further opportunities for learning. The school has successfully completed bids to create an outdoor learning provision, which will be the basis for sustainability projects and developing areas of bio diversity within the next two years. The school has utilized energy saving grants to replace all remaining windows, in conjunction with a joint bid with our property management service provider, to ensure energy savings in heating are made on an annual basis. The school must now complete a self-review including an external audit to identify further actions for the sustainability lead to integrate into school development.									
School Evaluation	Outstanding		Outstanding (With Actions Completed)			Good				
MILESTONES						2024-2025			2025-2026	
						A	Sp	Su	A	Sp



Develop a provision map of sustainability projects integrated into our curriculum.							
The school has budgeted plan for decarbonisation, through energy saving measures that are in line with the site management works cycle.							
The school has identified methods to adapt to variations within climate to ensuring resilience to maintain an effective learning environment.							
There is a plan to increase biodiversity linked to the school environment in conjunction with national projects and initiatives.							
Climate education and green careers provision gives knowledge-rich and comprehensive teaching about climate change, is an integral part of the school curriculum.							
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources			
Develop a provision map of sustainability projects integrated into our curriculum.	Establish a sustainability provision map, linking all aspects of school curriculum that deliver learning in these areas.	Spring 2025	Curriculum Leaders				
	Evaluate outcomes and identify areas of development to consider for future curriculum review.	Summer 2025 – Ongoing.	Curriculum Leaders				
The school has budgeted plan for decarbonisation, through energy saving measures that are in line with the site management works cycle.	Undertake external site review to identify actions to support reducing carbon output and adaptations to maintain an effective learning environment across school.	Summer 1 2025	NPS & Site Manager	TBC			
	Prioritise actions in terms of feasibility in relation to current life cycle of school site/ condition.	Autumn 1 2025 - Ongoing	HT & Site Manager				
The school has identified methods to adapt to variations within climate to ensuring resilience to maintain an effective learning environment.	Decarbonisation plan integrated into life cycle plan developed for whole school site.	Spring 1 2026	HT & Site Manager				
There is a plan to increase biodiversity linked to the school environment in conjunction with national projects and initiatives. Climate education and green careers provision gives	Complete outdoor learning area to support delivery of aspects climate education and sustainability curriculum.	TBC	TBC				
	Implement timetable to ensure coverage of learning across school in bi annual cycle.						



knowledge-rich and comprehensive teaching about climate change, is an integral part of the school curriculum.	Establish a plan to convert disused sports facilities into area of biodiversity and establish an eco-classroom base to facilitate learning in this environment. Integrate these new learning opportunities into school wide curriculum and extracurricular activities.			
Impact		Next Steps		